



Episode #96:

**A “Masterclass” in Executive Functioning with
Seth Perler (Part 1 of 2)**

February 20, 2018



Seth: We often expect these kids to do again with the can't and won't we expect them to do so much and it's just overwhelming for them. We have to make things not overwhelming if we want them to be successful. A lot of times overwhelm isn't necessarily visible. You can't always look at someone and say, Oh, they're overwhelmed. Unless you're really attuned. So we have to really step back and say, wow, are we really given them a bite size expectation or are we making it something that they cannot be successful at? If we are, then we're not setting them up for success. So we have to make things scaffolded again so that they can succeed at the level they are at and go from there.

Debbie: Welcome to the TiLT Parenting Podcast, a podcast featuring interviews and conversations for parents raising differently wired kids. I'm your host, Debbie Reber, and this week I'm bringing back a previous guest, executive functioning coach Seth Perler, for a two-part series in which Seth shares with us the exact approach he uses with students he works with when helping them foster their fledgling executive functioning skills.

I first had Seth on the show last fall, where he gave us an introduction to executive functioning, but we didn't get to the more practical strategies that I know so many of us are looking for. So I asked Seth to come back on, and that conversation turned into an hour-and-a-half long sharing by Seth of truly valuable tips and strategies and insights. Because I realize you have lives to lead and things to do, and because Seth shares so very much over the course of these ninety or so minutes, I wanted to split our conversation into two parts. So today is part one of what I'm now referring to as a "Masterclass in Executive Functioning." In this episode, Seth shares with us his protocol for setting up a child for success in their developing executive functioning skills. And then in part 2 next week, Seth will go in deep into his specific strategies surrounding building these skills in school and in life.

And quickly, before I get to the episode, I'm doing a push for the month of February to try bring in enough money through my Patreon account to cover the cost of creating downloadable transcripts for the podcast episodes, not only for episodes moving forward, but for all 90 plus episodes that have come before this. If you want to help me reach this goal, you can visit patreon.com/tiltparenting to get all the details. We've had some new supporters in the past few weeks, including Abbie Atkinson and Kassie Heisserer...THANK YOU so much!! If you want to join Abbie and Kassie, it's easy to sign up, you can make as small a contribution as two bucks a month -- less than the cost of a grande latte at Starbucks. Again, the website is [s patreon.com/tiltparenting](https://patreon.com/tiltparenting) or



you can find a link on the TILT parenting website if you want to be a part of this effort. Thank you.

And now, without further ado, here Part 1 of the Executive Functioning “masterclass” with Seth. I hope you enjoy it!

Debbie: Hey Seth, Welcome back to the podcast.

Seth: Good Morning Debbie... or whatever time it is there...

Debbie: Early evening, but that's okay, we are a global podcast. I'm really excited to have you back to the show. We were just talking before I hit record and the response to the Part One of this conversation about executive functioning was really overwhelmingly positive and left people wanting more. And I think we kind of knew that when we first recorded it that we needed to do a Part Two. So I'm just excited to really get into some details, some strategies and tips and I know that you have done a lot of prep work for this conversation and you have a plan. So I'm actually, I don't usually do this but I'm just gonna kind of turn it over to you and let you start where you want to start and we'll see where this goes and I'm really excited to hear what you have to say.

Seth: OK, thanks so much again, like last time, I want to thank you for what you do because it's such important work and you made a choice to do this. You just said, I'm going to take this on and now you help all these people, so thank you again. I also want to just compliment the teachers and parents that are listening because if you're listening to this, you are by nature somebody who was really interested in helping your kids and I know that there is a lot of people who feel like they're not doing enough or not doing it right. Parents and teachers, just keep moving forward. You're doing it right. Keep doing what you're doing. Keep listening to this podcast, doing anything you can to help your kids. This is not a linear journey.

Debbie: Thank you. That's great to hear that off the bat. Thanks.

Seth: Also, this episode is going to be like drinking from the fire hose. I'm gonna throw a lot at you really fast.

Debbie: OK, well I'm going to take notes and listeners just be prepared to listen more than once and I'll try to do a good recap in my show notes as well. We're ready for you Seth, bring it on.

Seth: So in the last one, we really talked a lot about what executive functioning is, from my perspective, there are a lot of different experts that define it differently, but the way

that I try to define it is really related to how can we use this information to help a child change their experience. Because the kids that struggle with executive function, they're struggling with school and they're struggling with grades or struggling with homework. They're struggling emotionally. They're stressed out or overwhelmed. So what I try to do when I'm talking about executive function is make it in a way that people can actually use these ideas and apply them to create change in their child's experience. Again, I want you to be able to apply these ideas so you can help change your child's experience so that they can have a better future. Not so that they can get better grades, not so that they can get into elite colleges, not so that they can get better test scores, but so that they can have a fantastic future doing things that they love to do and so that they can have a great life now.

We don't want to like just suffocate them with detail work and busy work and getting everything, getting straight A's, and getting everything done the right way, in the perfect way, so that they're like suffocated now so that they can have a great future. That's not how it works. If we do that, we're training them to be suffocated as adults. But how can we help them have a great experience now, gain better executive functioning, gain better skills, and have a great future. So I'm going to be saying a lot of things, but the things I'm going to tell you today are the things that I do from, from our last conversation, Debbie, you're asking, these are the things that I do to help families who have a child that's struggling with executive function. So I coach the parents and the student probably eighty percent of the time I'm working with the students, but the parents obviously have to be involved.

Seth: If the child is going to have change. hat you have to do is again, it's not linear. You have to have little successes and build on those successes. So the things that I'm going to teach you today, you don't have to do everything right, just do as many of the things as you can and they will have cascading positive effects. And again, on your podcast, and remember we're talking about differently wired kids or neuro atypicals or "a tips" as I will often call them, are outside the box kids, and what parents generally want is for the kids to be happy and successful. So last time we talked a little bit about what that means. So here, here are the strategies that I use to help them execute because the problem is executive function. They have trouble executing the important tasks in life and in school and they have to figure out how to execute in order to have a happy and successful future.

So the first thing that I do when I'm working with the family is I do a meet-and-greet and the reason I mentioned that is I'm not obviously doing a meet-and-greet with your audience, with you guys right now, but what I do, parents and teachers in that meet-and-greet is the most important thing that I do is build rapport with the child. Now, as a parent, parents always tell me that their child won't listen to them or their child won't take their advice or their child is resistant to their help. Well, you should



know that that's very normal. Don't feel like there's something wrong with you or anything, but I'm building rapport in the meet-and-greet you as parents and teachers like that, that trust, that emotional safety is so important. If you're going to be able to push them further.

Seth: And when I say push your children for further, I don't mean in a pushy way, but I mean sort of scaffold them forward millimeter by millimeter to help them in their life. So that rapport is so huge. So here we go. Number one thing that I do in order to help these kids change is, I keep in mind that this is not linear. We're not doing a step by step, perfect thing. There's no way to do that. We're dealing with a complex human being and helping them change. Imagine how hard it is for us adults to change a habit or something that we want to change. Now, multiply that by 10 or 20 to think how hard it is to get another human being to change, so this is not linear. It's a very circuitous map.

Number two is that I keep in mind the number one thing within families, and that to me, is relationships. That's the most important thing you have with your kid is your relationship and I feel like parents and teachers oftentimes feel like the relationship is in jeopardy because of the expectations that are going on and because of the conflict over what's going on with school. So keep that in mind. Your relationship is always the most important thing.

Debbie: When you say it's the most important thing, just to clarify, you mean that, that always comes first. You would never sacrifice that to push forward any executive functioning skills that you're trying to develop. If that starts to get damaged, you would go back to building on that foundation.

Seth: Yeah, I mean I'm talking more globally - that it's the most important thing in life. Your relationships with the people you care about. Sometimes whether or not you're dealing with executive function. I think it manifests more in when people are not really thinking about executive function, but they're thinking about how do I get my kid to do their homework.. and they're trying they know, they're in, the teachers too, their motivation is to help the child do what needs to be done so that they can have a great future. That's the intent, but you don't, you want to be really careful, not to sacrifice the most important - the relationship.

So for example, I'll give you one great example. A lot of times parents will be asking about tests and homework did you turn this in? did you you turn that in? They'll be asking multiple times a day. So that is very stressful for the student because they don't know when it's coming. When those conversations are coming, they often feel bad about themselves during the conversation. They'll often lie during the conversation to just kind of get their parents to stop asking and and they don't know

how long the conversation's going to be, how stressful it's going to be, and it's just they never know when their parents are going to ask. So that can be very corrosive to your relationship. Now you need to know as a parent what's going on, but you want to really strategize to preserve the relationship, build the relationship, and have those conversations at a time when your child expects that it's coming. They know how long it's going to be like maybe once a week you can have a deep conversation about it, or once a day, or whatever it is or ask your child, but you just the however these things like you always want to keep in mind that the number one thing is your relationship.

Seth: They're going to grow up, they're going to become an adult some day, and when they're an adult, you want to have an awesome relationship with them. That's the most important thing in life, so the reason I say that is as number two versus non linear strategy second and keep the relationship in mind is when you make decisions, your child, you just always want to remember that. That's what's really important.

The next one is zooming out again to the purpose of education, which we already mentioned, so I won't go too much into that, but which has to have a great future. So you want great relationships with your kids, but you also want to set them up to have a great future. Sometimes the things that we're trying to get them to do, for example, busy work, homework. If if you know that it's taken them three hours to do something and they really need time for themselves, then that's the time to really advocate with the teachers and say, 'Hey, this is not working. We need another solution for this kid.'

The purpose is to help them have a great future. This busy work is not cutting it or whatever the case may be, but zoom out. What are we doing here? So when you make decisions about your child, just always ask yourself, what are we doing here in the first place? How is it going to impact their future? Let's be real careful about our choices here.

The next thing that, that I do is, is to do my own deep inner work and I want parents and teachers to do their own deep inner work. Because if you want to help your child, you need to really be doing self care, doing what you need to be doing for yourself, being happy in your own life, being congruent with your own beliefs and things like that. So if you need a therapist or to read books and self-help books may sound cheesy, but if you need to read books that help you or journal or you know, spend more time with people that are dear friends with you to work on your own stuff or whatever it is.

Seth: Parents and teachers doing their own deep inner work is going to trickle down to the kids. They see that, they feel it. They learned through seeing how we are. If they see us not addressing our own issues, they are learning that they don't need to do that, that that's not something that's valuable. If they see us doing it just by seeing it, we don't even have to talk about it. They, they will learn that those things are valuable. So I think that's really important. And Debbie, let me back up here, I'm talking about strategies I help kids learn to execute and I haven't even gotten to the strategies yet because I'm talking about all of these background things that have an effect, but I will get to those strategies to in a few moments. So, I talk a lot with my students about metacognition and metacognition to me really refers to self awareness and understanding who you are as a learner, as a feeler, as an emotional being, as a thinker. How do you think. How do you feel? We often do things blindly, but the more metacognitive awareness we have, the more consciousness we have, the more mindfulness we have, the more aware of how we tick we are, the better choices we can make. So metacognition is the next one. That's number five.

Number 6 has to do with the motivation lie. You know that we say, oh, my kid's not motivated and they procrastinate, they're not discipline, they don't care, they don't try hard enough. All of these things that are based on a misunderstanding of executive functioning, our kids are not broken. Your child is not broken, your student is not broken. There's nothing wrong with them. There's more wrong with the approaches that we take to help them in, to get them in. For example, if they're not motivated to do homework, but they are motivated to do video games, then you have to ask yourself, how can we make the homework more motivating? How can we make it more interesting? How going to make it more meaningful? How can we make it more real? How can we make it more relevant? I'm going to make them more powerful.

So it's not the student that there's something wrong with them, but they're having trouble executing on something. It also has to do with they might not be executing, because they really don't have the skills to do what we're asking them to do.

And that leads onto the next one, which is number seven, which is that they can't because they can't, not because they won't. This isn't a hundred percent true, especially as kids get more into middle school and high school and they can get jaded and really feeling bad about things, but before that point, when they're not just shut down, they can't do what we're asking them to do because they can't. They literally don't have the executive function skills or whatever the skill sets that are required to do what we're asking them to do, not because they won't do it. Generally speaking, and the reason I mentioned that is because we often think they just won't do it. They're just not trying. They're just not doing their best. Well, oftentimes we're asking them to do something that they literally do not have the skills to do and we're



making things worse often by the ways we approach getting them to do those things. So we really need to back up and scaffold them forward from where they're at.

And the next one, number eight is mindfulness, so people talk a lot about mindfulness, but again, what I was saying earlier, it's very related to metacognition. It's really being mindful of the things that you're doing. So oftentimes we're walking around blindly and pretty mindless and we're, we're just reacting to life and we're not really thinking about things, but to help them be mindful of what's going on with homework, what's going on with their emotions, what's going on with the words that come out of their mouth, help them develop a mindfulness and awareness, a consciousness of what they're doing from moment to moment.

Seth: Even us, as adults, it's very hard to develop my implemented and to really be aware of what you're doing. Like if you're listening to this, you're listening to a podcast right now. Are you doing 15 things at a time? Are you trying to do one thing at a time? Where is your mind right now and is it where you want it to be? So, but teaching them that is something that I really work on.

And then I also teach them mind set. So mindset, if you know, a lot of the kids, probably all, almost all the kids that I work with come to me with mindsets that are very limiting. They have a lot of limiting beliefs around who they are and their abilities, you know, they'll say, I'm, I'm stupid. I can't do this. I'm a failure. Why try, you know, they have these mindsets and these mindsets can keep them stuck. So we want to help them learn to challenge where their mindsets are. And this is another one with the deep inner work. You know, as adults, a lot of times we have our own limiting mindsets. "Oh, I'm not good enough.", "I'm not this enough", "I'm not that enough." and we teach them that we don't mean to. And we want them to be confident, but we're often not ourselves. So we want to develop our own abundance mindsets, growth mindset by Carol Dweck did a lot of work around something called growth mindsets in which she called fixed. So fixed, it would be the more limiting mindsets that, "oh, I can't, I can't do that. No, it's too hard. You know, why try", but a growth mindset is, "oh, I can do anything. I, it's not gonna be easy, but I can figure this out." Not can I do this, but how can I do this? So we really want to work with mindsets with our kids.

Number 10, How do you eat an elephant one bite at a time? I said that this podcast would be like drinking from the firehose. Like there's a lot of information, this podcast, this episode, but how do you eat an elephant? We can't teach kids the way I'm doing this podcast. I would never work with a kid the way I'm doing this podcast right now. How do you eat an elephant one bite at a time? We often expect these kids to do again with the can't and won't we expect them to do so much and it's just

overwhelming for them. We have to make things not overwhelming if we want them to be successful. A lot of times overwhelm isn't necessarily visible. You can't always look at someone and say, Oh, they're overwhelmed. Unless you're really attuned. So we have to really step back and say, wow, are we really given them a bite size expectation or are we making it something that they cannot be successful at? If we are, then we're not setting them up for success. So we have to make things scaffolded again so that they can succeed at the level they are at and go from there. Just a bite at a time.

Next is the advocacy. So when I'm working with students, I'm teaching them self advocacy. I'm teaching parents how to advocate with schools in. Sometimes I'm advocating for them by me calling or emailing or going to meetings, but I'm teaching students to advocate. And I always say that this is one of the easier ones because once students advocate a few times, they learn that teachers really are on their sides and want to help them and teachers will give them secrets to success for their particular classes and things like that.

Seth: And when things are really not working and you feel like a helicopter parent or you feel like, you know, oh, I don't want to embarrass my kid, you know, or whatever the resistance is, because there will be resistance a lot of times with advocacy, but you, your gut is telling you something's wrong. You gotta do it anyway. Advocate, advocate, advocate. If you know something doesn't feel right, you have to go in there. And advocating is always about one word, which is clarity. Hey teacher, it needs some clarity. What exactly are you asking for them on this assignment? Hey principal, I need some clarity. Why is this going on? What's this about? How can you help me? So you're always seeking clarity when you're advocating. I just say that because it makes it easy to convey to parents how can you craft your email or how can you ask the questions you need to ask in a conference or whatever. You're always seeking clarity.

And we're on number 12, learn about executive function from other experts. There's a lot of great stuff out there. A lot of it, it might be hard to sift through, but just keep learning, keep learning about the brain, keep learning about learning. Just keep researching that stuff, finding great videos or blogs or books or whatever about it. So keep learning about this stuff.

Number 13, understand the complexity of kids. These kids are extraordinarily complex beings. A lot of times a label is great and label can be very useful in ways, but labels represent spectrums. You really need to, if there's a label, really look at, well, where is your child on the different spectrums within the label? Because there are multiple. So for example, I don't know if that, this is how the DSM is this year, but I think they're like 18 markers for ADHD and if you have six at a certain level,

supposedly you have ADHS, something like that, and so you can say my child has ADHD, but if there are, you know, let's say your child has nine of the markers at a certain level, you want to look at each of those individual things and really ask yourself, how does this matter in terms of helping my child?

Seth: You know, if I just say, oh my, my child has ADHD, help them. Well, people have their own ideas about what that means. So you really want to be looking at what are the symptoms, what are the challenges here? And also with the complexity of kids, their co-morbidities often meaning that there are often multiple diagnoses and many times they're mislabeled. So many times they're overdiagnosis, there's underdiagnosis, there's misdiagnosis. There might be sensory issues going on, there might be all kinds of things going on. So when you're trying to crack the code of your kid, there is some of the science to it, but it's more of an art than a science. Don't over analyze things, don't say, oh, I need to figure out this label and understand every detail of this and you know, take it with a grain of salt, but use it to drive the decisions you make to help them really look at the symptoms.

Debbie: Yeah. Symptoms. I had Dr. Gail Saltz on the show, talking about her book, *The Power of Different* and we talked a lot about that idea of symptoms. I think that's such a great reminder that that's what we're trying to help and support are they actual problems, Not the diagnoses.

Seth: Yeah, the symptoms are something you can do something about. And there's also often no shame or less shame associated with symptoms, but labels, there's a lot of story around that. Again, there's value in them in the labels, or the diagnoses. But you really want to look at, yeah, what are those symptoms then how can we help?

And number 14 is HUGE. It's very big for me when I'm working with families, it is understanding the emotional regulation. So I don't think I mentioned this at all last time, but when I'm working with these kids, let's say that I have a student that says I hate math and you know, they're throwing that sentence out there. I hate math. OK, great. But if you think about it, that word hate, that's a very strong word. That's an emotion. Hate. OK, wow. If they say that, I don't want to say, OK, well let's just do it any way. I want to say, Whoa, you hate math. Let's unpack that. What's that about? Where in your body do you hate? And if you're listening to this listener and you're like, what the heck does that mean?

Where in your body the emotions are a physical experience. Our students, our children are having emotional, physical reactions to the emotions are having, these are real, they feel in their body and we need to be teaching them about that and about how to regulate emotion, about how to understand them, how to talk about them, how to move through emotions. How to work with emotion. So one of the



things that I teach parents to do is to co-regulate, which is where let's say, you notice your child is really stressed and you'd tell them, just take a breath. Well that, that can work, but a lot of people don't want to hear that, but if you place your hand over your chest and you take a long, deep breath yourself as you're looking at them, we do that with mirror neurons and that your child will start to regulate.

Seth: Similarly, if you're really dysregulated, emotionally dysregulated, and you're having a conversation with someone that can bleed over to them, you know, we can pick up on somebody nervousness or anger or whatever. But the opposite is true too. If we're regulated, we can help them become regulated by staying regulated, quote, feeling them. So really becoming attuned to what they're feeling and really asking them what's going on in pausing and listening to what they're trying to tell you.

So with emotional regulation, it's talking about this in two minutes isn't going to be super helpful, but I'll try to tell you some things that will be helpful. One thing is I teach parents a lot about wait time, which is when you ask your child a question, hey, what's going on? And they respond however they respond. A lot of times we automatically respond back to them and what I want you to do is when you say, Hey, what's going on? And they say, Blah Blah, blah, blah, blah. Before you respond, I want you to wait three seconds and see if they say more. Because a lot of times they'll say more and let's say that they do or don't say something else. I don't want you to just start talking again. I want you to say, well, what else? Just a very open ended question. Tell me more. And then wait again. Wait another long three seconds. These kids need time to process. A lot of them need extra time to process words to get them from their brain, out of their mouth and we expect responses so quickly. A lot of times that I think a lot of the pressure for kids to be dishonest is because we expect them to answer so quickly and there's a lot of pressure on them. So relieve the pressure. What's going on? Pause. What else? Tell me more and really listen, and then you can reflect back them. OK? So what I hear you saying is this, is that right? And then listen to if they tell you that you're actually understanding them or not. So get out of the pattern of reacting and conversations and really was with emotional regulation really slow it down.

You can also ask questions like, what's blocking you? I ask all my clients this when I'm first meeting them, what are your biggest blocks? But when you're dealing with emotional regulation to because what's blocking you right now from from getting what you want, what do you want? How can I be helpful? Your kids don't want to hear you say, Oh, this is how I'm going to help you. Ask them how you can help them. Now, they may or may not give you a realistic answer, but you have to build that trust over time that when you say, how can I help that they, and you pause and you wait and you really listen, that they can start to trust, "OK, wow, I'm really emotional, feel emotionally safe even though I feel crazy right now, or angry or

upset or frustrated or withdrawn or whatever. I know that I'm emotionally safe with my parent or my teacher right now. I know that they're really listening. They're really there.

So anyhow, just learn to understand emotional regulation as much as you can and a little bit more on that, because it's so important. So what I teach people a lot about, and this really helps kids, to learn about the brain, is that these kids often when they are struggling emotionally, emotionally overwhelmed, whether or not it's visible externally, whether or not you can tell by looking at them, what's going on is that they have a story in their head. And that story is a story that they feel threatened. They feel unsafe. When we feel unsafe emotionally, what happens is it sends a message to the amygdala, the small part of the brain, the amygdala sends a message to the adrenal glands which are located above the kidneys. The adrenal glands send a message, send adrenaline to the heart, and the heart starts sending adrenaline to the muscular system so that we can be ready for fight, flight, or freeze. So if a student feels unsafe, they go into different levels of fight, flight or freeze. Now you cannot learn when you're in a fight, flight or freeze, and a lot of our kids are getting in and out of anxiety and fight, flight or freeze like all day long of spiking in and out of it and they're really struggling emotionally and it can be very hard for us to see. So it's so important for you guys to start understanding emotion regulation, research the amygdala, research fight, flight or freeze and just learn as much as you can about this because your emotional life is so important.

Debbie: Yeah, I mean, this is a huge thing for me too, and I know a lot of our listeners, but just quickly all the things are you shared with us about understanding emotional regulation, the side effect of that is that we're building our kids emotional IQ as well. That they're going to through doing all these things consistently, eventually really understand how they work emotionally as well. Is that correct?

Seth: Yeah, yeah, exactly. Yeah. They, they gain the awareness, the metacognition that you called it, emotional IQ. Yup. And the more they understand it, the more they can work with it. Yes. Cool. OK. So that was a long one. So important, so important.

And then number 15 is very simple food, sleep and exercise. I'm not going to go into that, but they're the, they're the basis of strong executive function, at least getting the best executive function. Your baseline of where you should be if you're really eating food that is nourishing your body, getting restful sleep and getting plenty of exercise.

So number 16 is the three to one rule and I teach parents about the three to one rule a lot, but that is that when you're communicating with your child, you really want to really focus on the positive. And a lot of times the negatives or the missing



homework, the missing assignments, the absentees are so easy to see. They're so concrete, you know, that we will be like, what's going on with this why did you fail this test? Why did you forget to turn your homework in? I know you did it or whatever it is. So you have to have those conversations, but you want to do three positives to every one perceived negative. So Hey, you know, I'm really proud you. You studied for five minutes, even though they may have needed to study for 30, you want to focus on, look, you did it, you actually studied for five minutes. I actually saw you really get focused. I saw you really get into. See you sit at the table, you got rid of your distractions, you turned your cell phone into airplane mode. I'm really proud of you. That's really awesome, like you want to notice what they're doing, right? Three to one rule, try. It's very hard parents and teachers, but try to really go for three to one, even if it's one to one or two to one, whatever it is, as long as it's not a ratio of more negatives than positives. But the three to one just makes it easy to think of. How can I get them three positives for every one perceived negative.

Debbie: That word perceive jumped out at me when you first said it and I can you say more about that because we, we may not really realize how they're internalizing our message.

Seth: Yeah. You might say to your child, Hey, you need to clean your room and get why you always bugging me! You know, that might be a perceived negative and you're not being negative at all so that will get better.

Debbie: Okay...this was a good place to pause our conversation, as Seth is just about to go into his more nitty gritty strategies of what he calls "Frankenstudy" for how to specifically support kids in different areas of executive functioning to help them in school and life. To listen to that episode, don't forget to tune in next week.

You've been listening to the TiLT Parenting Podcast. For the show notes for this episode, including links to Seth's website and the other resources we discussed, visit tiltparenting.com/session96.

If you liked what you heard on today's episode, I would be grateful if you could take a minute to head over to iTunes and leave a rating or review. We are still in the top 20 in New & Noteworthy in the Kids and Family category, and honestly it's just so exciting to see this audience grow and the podcast get more attention. It also makes it easier for me to land bigger guests, so it's a win-win. Thank you so much for being a part of making this happen.

Lastly, if you aren't already part of the online community at TiLT, I invite you to sign up at TiltParenting.com in the box where it says JOIN THE REVOLUTION. Every Thursday I sent out a short email with a quick note from me, a link to that



weeks' podcast episode, and links to 5 stories from the news that week that are relevant to parents like us. Again, you can sign up at [tiltparenting.com](http://www.tiltparenting.com).

Thanks again for listening. For more information on TiLT Parenting visit www.tiltparenting.com.

**RESOURCES MENTIONED:**

- [Seth Perler's website](#)
- [A Conversation with Executive Functioning Coach Seth Perler](#)
(original podcast episode)
- [Seth's Executive Functioning Assessment](#)
- [Dr. Gail Saltz Talks About the Power of Different](#) (podcast episode)
- [Carol Dweck and Mindset](#)